Student Services Program Review 2018/19 (Comprehensive)

Financial Aid

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Table of Contents

General Information (Student Services Program Review 2018/19 (Comprehensive))

2018/19 Student Services Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

Lead Writer: Cathy Springs

Liasion: Marichu Magana

Department Chair: Victoria Miller

Manager/ Area Supervisor: Gilda Maldonado

Faculty/staff (REQUIRED)

The Financial Aid Office currently has 14 contract staff and 3 NANCE employees with one SSA position vacant.

SA - Student Services Assistant; SSSA - Senior Student Services Assistant; SAT- Student Assistance Technician, Financial Aid ; CA - Clerical Assistant; SCA - Senior Clerical Assistant; NANCE - hourly

Bueno, Guadalupe, SSA

Cormode, Laura, SAT

Dennon, Skyler, SSSA

Ezeta, Maria del Pilar (Pilar) Supervisor 1

Gambill, Randall R., SAT

Godinez, Alma, SSA

Guzman, Florisel, SAT

Maldonado, Gilda, FAO

Powell, Emmanouil, SCA - currently working out of Class as an SAT

Rodriguez, Lilibeth SAT - currently full time working on ERP at the District

Samano, Julissa, SAT

Springs, Cathy, SSA

Williams, Kesia, SSA

Young, Barbara, CA

Bodnar, Travis, NANCE

Garcia, Brianna, NANCE

Jensen, Lillian, NANCE

Program/ Service Area Mission (REQUIRED)

Mission: Mesa College's Financial Aid Office believes that no individual should deprive himself/herself from fulfilling their educational goal due to financial barriers. It is our mission to provide adequate financial assistance to all eligible students through the coordination and utilization of all resources available to students who meet the program(s) eligibility requirements.

Because of the significance of appropriate funding at the right time, we will strive to simplify the accurate and timely delivery of student aid by evaluating processes and outcomes not covered under current state and/or federal regulations that will allow us to remove unnecessary financial barriers for aid applicants.

Supporting the College Mission: The Financial Aid Office service area supports the Mesa College Mission by assisting students to find the essential funding that will allow them to attend college thereby raising the total college FTES, and fulfilling the basic college Mission of supporting students to reach their educational goals and shape the future.

By helping to provide access to education our students also learn accountability in completing applications and processes in a timely manner. They learn that there is a minimum level of scholarship required to sustain the access that financial aid can provide. Responsibility is fostered as the student is made accountable for creating an education plan, maintaining acceptable grades and completion rates in order to qualify and maintain financial aid eligibility. Student excellence is rewarded by the awarding of Osher scholarships. Equity and diversity is maintained within the office as we strive to treat each student in the same manner to support each individual's success toward transfer or degree completion. We often make use of the assistance given by the Student Success and Equity Office through referrals for particularly financially challenged students.

Completing the steps to obtain financial aid reinforces Technological Awareness and Critical Thinking. Sefl-awareness and Communication are essential in completing forms and going through an appeal process in the event that aid is denied due to poor academic progress. Communication and Critical Thinking skills are enhanced by learing to read complex information sent by email. Students ultimately learn to take personal responsibility for the accurate completion of their applications and their continued academic progress.

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Program Overview Section (See appendix)

Curriculum (REQUIRED)

Not applicable

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section (See appendix)

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Program Analysis Section (See appendix)

Program Goals (REQUIRED)

Financial aid 2018/19

Goal

Goal	Mapping
Student Aid Workshops Provide a series of financial aid workshops on topics related to new program changes; updates on federal and state regulations; understanding the appeal process.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 6.3, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy
Student Appeals Review, assess and enhance as appropriate the financial aid appeal process and associated literature.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.4, Strategic Goal 6.2, Strategic Goal 6.3, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy
Web Page Updates Up-date the financial aid web page with the latest and most accurate information available.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.4, Strategic Goal 4.4, Strategic Goal 6.3, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy

Financial Aid Outcome Set

Outcomes

Outcome	Mapping
1 Students will learn to analyze, describe and explain issues related to their lack of academic progress.	**Institutional Learning Outcomes:** Communication:, Critical Thinking:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:, **Mesa College - Vision, Mission, Values, & Goals:** 1., 2., 3., 4., MISSION (Why we exist), PERFORMANCE INDICATORS (How we assess effectiveness), VALUES (What we believe in), VISION (What we strive to be)
2 *Marked obsolete by Gilda Maldonado on 10/29/2014 8:03:47 am PST* Students will successfully complete the FAFSA application online.	**Institutional Learning Outcomes:** Communication:, Critical Thinking:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:, **Mesa College - Vision, Mission, Values, & Goals:** 2., 3., 4., MISSION (Why we exist), PERFORMANCE INDICATORS (How we assess effectiveness), VALUES (What we believe in), VISION (What we strive to be)
3 Student will successfully complete their Financial Aid file in the People Soft format.	**Institutional Learning Outcomes:** Communication:, Critical Thinking:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:, **Mesa College - Vision, Mission, Values, & Goals:** 1., 2., MISSION (Why we exist), PERFORMANCE INDICATORS (How we assess effectiveness), VALUES (What we believe in), VISION (What we strive to be)
4 *Marked obsolete by Cathy Springs on 10/18/2018 3:55:14 pm PST* Students will demonstrate basic knowledge of financial aid principles, rules, and regulations by completing a brief survey during the Financial Aid Information Fair	**Institutional Learning Outcomes:** Communication:, Critical Thinking:

Student Service Outcomes for Financial Aid

Outcome

Outcome	Mapping
SSO #1 Students will learn to analyze, describe and explain issues related to their lack of academic progress.	**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking
SSO #2 Students will successfully complete their Financial Aid file in the People Soft format.	**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy

Action Plans for Non CTE ONLY (REQUIRED)

Actions

Financial aid 2018/19

Goal

Goal: Student Aid Workshops

Provide a series of financial aid workshops on topics related to new program changes; updates on federal and state regulations; understanding the appeal process.

Action: Student Aid Workshops

Describe the actions needed to achieve this objective:	Information on regulatory and program changes critical for successful student aid applications will be determined and incorporated into workshops scheduled on and off campus

	throughout the year.
Who will be responsible for overseeing the completion of this objective:	The Financial Aid Officer and Supervisor will schedule and appropriately staff each event.
Provide a timeline for the actions:	Ongoing throughout the year.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Attendance numbers of current and potential students and parents.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Classified Staff and workshop appropriate or government publications

Goal: Student Appeals
Review, assess and enhance as appropriate the financial aid appeal process and associated literature.

▾ **Action:** Student Appeals

Describe the actions needed to achieve this objective:	Student Academic Progress (SAP) regulations and policies will be reviewed each year for updates or changes. Appeal forms and any other printed materials on the Appeal process

	including workshop presentations and web pages, will be appropriately modified.
Who will be responsible for overseeing the completion of this objective:	The Financial Aid Officer, Supervisor and Senior Student Services Assistant primarily responsible for Appeal workshops and web page updates.
Provide a timeline for the actions:	Throughout the year as needed, but specifically before notification to students of their SAP status at the end of the Spring semester.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Statistics are kept and analysed yearly on the number of appeal submissions, approvals, denials and the reasons for denials.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Classified Staff

Goal: Web Page Updates

Up-date the financial aid web page with the latest and most accurate information available.

▾ **Action:** Web Page Updates

Describe the actions	Yearly changes in regulations, policies , forms,

needed to achieve this objective:	links and language will be updated as needed to the most accurate information available.
Who will be responsible for overseeing the completion of this objective:	The Financial Aid Officer, Supervisor and all Classified Staff provide input on language, information and links provided online. The Senior Student Services Assistant identifies and submits the required changes and updates.
Provide a timeline for the actions:	This process occurs year-round.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Staff, student and parental feedback.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Classified Staff

Project Plan for CTE Only (REQUIRED)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Closing the Loop (See appendix)

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Student Services Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Student Services Program Manager's Review 2018/19 (Comprehensive)

Appendix

A. **2018/19 Comprehensive Program Review Student Services Program Overview Section** (Form)
B. **2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section** (Form)
C. **2018/19 Comprehensive Program Review Student Services Program Analysis Section** (Form)
D. **2018/19 Comprehensive Program Review Student Services Closing the Loop** (Form)

Form: "2018/19 Comprehensive Program Review Student Services Program Overview Section"

Created with : Taskstream
Participating Area: Financial Aid

(REQUIRED) Program/Service area name

Financial Aid

(REQUIRED) Program strengths

Discuss strengths of the program.

Strengths â€“

Despite severe system challenges due to the District conversion to People Soft (referred to subsequently as PS) and inadequate staffing, the Financial Aid Office has succeeded in processing, awarding and paying nearly 5,000 financial aid eligible Mesa College students. Working as a team, staff has navigated the problems of an IT system in decline as we prepare and transition to the complexities of a new operation. With dedication to mutual assistance, staff has sought to clarify procedures, share system discoveries, and collaborate to interpret email instructions. Although ideally the Financial Aid Office would have been the last component to go â€œliveâ€☐ in this transition (since critical information from Admissions, Counseling and other Departments is required for aid processing), circumstances dictated that we be the first to make the conversion. Fortunately, continued access to both ISIS and SAM systems has allowed the office to continue to check essential student information (admissions applications, enrollment levels and education plans on file, accounting to review balances and aid paid to Non-resident students) in a familiar format as parameters of the new system are developed and incorporated. Staff continues to practice flexibility while adjusting to the continually changing and complex procedural landscape. Staff adapt to obtaining information using the â€œBridgeâ€☐ which was developed so that ISIS/SAM and PS would be able to communicate temporarily until all District and College offices have transferred to PS. The return of the FAO to the Financial Aid Office during the critical enrollment and early Fall 2018 semester period helped expedite the completion of security sensitive processes, although she still has numerous duties with the District conversion. The Supervisor has been a stalwart liasion with District IT helping to problem solve for students and staff.

The FA Office has worked closely with both the Counseling and Accounting Office staff to develop procedures suited to the requirements of the new programming, including a referral system for accurate communication between the student, the FA Office and PS system requirements. In particular Counseling has responded promptly in helping students create the appropriate Education Plan which is essential for download of their aid applications and the Accounting Office has been instrumental in student check disbursement.

Management emails requesting student patience with the conversion process may have contributed to the general sense of forbearance students are demonstrating. The District has also contributed positively by not dropping students for non-payment while the new system travels the various stages of implementation. Before that District-wide determination was made, the Dean of Student Affairs was instrumental in preventing students from losing classes due to non-payment issues, reducing stress for both students and staff. Gratefully many campus offices and administrators assisted with the first on-campus check disbursement week in the Student Services Building lobby, helping with

crowd control, student identification and general information. Music and snacks helped create a celebratory atmosphere.

Sensitivity to the needs of Dreamers in an uncertain political climate has been a hallmark of staff interactions with undocumented students. Supported by Mesa College and District policies we inform both Dreamers and Former Foster youth students of resources available and keep abreast of the latest tendencies in governmental policies. Various workshops offered within the District on immigration and foster youth issues have been attended by multiple staff members and the FA Office has offered outreach workshops specifically targeted for both cohorts.

Although initially delayed due to programming issues, Cal Grant awards will now directly bridge with the California Student Aid Commission (CSAC), automatically providing information on elements needed for completion of an eligible studentâ€™s grant profile (asset information, High School diploma etc.) This will save numerous hours of checking reports to manually determine student eligibility and/or missing requirements, and will be especially helpful for Dreamers.

As of August 2018, 21,000 2018/19 FAFSAâ€™s were received District-wide, with 4,492 students awarded with Fee Waivers and 3,089 students awarded Federal Pell Grant at Mesa. Although there are still reject issues being researched and resolved, as of early October 2018, the number of Federal Pell Grants awarded increased to 5819 students ($6,702,228); 619 students were awarded Federal SEOG ($247,600); 768 were awarded Cal Grant B or C ($573,031); 92 Direct Sub-Loans awarded ($173,912); 4 Direct Unsub loans awarded ($9,250); 14 Osher Scholarships awarded ($7,700). At that time total aid awarded including all Grants, Direct Loans, Unsub loans, Alternative Private Education loans, Osher Scholarships, AmeriCorps and Parent Plus Loans was $7,950,609.

(REQUIRED) Program challenges

Discuss challenges to the program.

Challenges-

The overriding challenges for the Financial Aid Office are:

-Implementation of a new IT system (People Soft, referred to subsequently as PS).

-Communication of the implementation process and resulting procedural changes within the office.

- Accurate communication of procedural changes to students.

- Ability to add staff members due to lack of physical space.

- Accurately completing all processes for the 2017/18 aid year in the previous system which is no longer being adequately maintained.

Due to complexity, accurate communication within and beyond the Financial Aid Office is always a challenge. This year is particularly demanding as procedures for students are directly opposite from what they have traditionally been. PS training sessions did not adequately prepare staff for the reality of system parameters as multiple student issues

arose during the initial download of 2018/19 FAFSAâ€™s. For example: students have always been encouraged to add multiple District school codes to their applications. PS, however, is confused by multiple school codes and will only load a FAFSA that relates to a specific campus program plan on file. All other applications are put into â€œsuspense,â€ creating a potential â€œmismatchâ€ if the student program plan and FAFSA are not at the same campus. This prevents any further aid processing and does not allow access to the CCPG fee waiver. Students receive email notification of the mismatch problem, but are unsure of how to fix the problem and contact staff for resolution. For staff, solutions are varied and not always immediately obvious. Information sent to students by email may use unfamiliar terminology, abbreviations or formatting which adds to their confusion. Resolution of student issues can involve multiple offices at all three campuses and students may find themselves bounced back and forth between sites. Counseling has also been impacted as education program plans have to be updated in order for an aid application to download to the studentâ€™s school of choice based on their major and attendance preferences.

As students encountered enrollment fee payment issues during the registration period prior to Fall 2018, the District thankfully declined to drop classes due to the magnitude of the problem. Initially, however, that decision was made at the last possible moment each week after hundreds of students had already visited the FA Office, creating additional stress for students fearful of being dropped and for staff bearing uncertain information.

A major challenge of using PS is the basic format, complexity and number of steps required to lookup student information, determine status, troubleshoot and problem solve. It is not alway possible to tell if the problem is lack of program familiarity or if the program is not performing as expected. The additional steps required increases time spent helping students at the counter, on the phone and in determining solutions to their specific issue before awarding aid. Staff problem-solving via questions to District IT contacts has been problematic as sometimes there are alternate answers depending on the source, causing considerable confusion. As the first semester in PS continues, new procedural and system issues arise on a daily basis as the complexities of packaging, reporting, R2T4, SAP and correcting files become apparent.

In response to staff concerns, various methods have been developed by the District to submit questions to IT staff, and additional in-house training has been provided. Although staff speed will gradually increase with program familiarity, PS is always going to be a slower format, more complicated and visually more difficult to navigate than the previous system. District tech support has shown willingness to assist with on-going training and problem solving by rotating throughout campuses, delaying completion of their own ERP responsibilities. Generally, however, students are aware of the conversion and implementation underway and have so far exhibited patience.

Along with the basic slowness of PS, and the tremendous challenge of being the first District office to go â€œlive,â€ staff has been given conflicting information on processes and procedures as programing continues to be completed or refined. The ability to communicate precisely with students has been elusive as changes sometimes occur daily. Issues with processing Dream Acts and Cal Grants, Work Study, Loan processing and Return of Title IV funds (R2T4) programming has been extremely problematic as testing continues into the Fall 2018 semester. All forms of loan processing have been particularly challenging as FA Technicians and supervisors try multiple approaches in troubleshooting loan disbursement issues months after students have submitted subsidized, alternative, un-subsidized or parent plus loan requests. Federal CIP code reporting issues are also affecting studentâ€™s

ability to receive Pell. Several staff members are now working up to 4 half-days a week on R2T4 calculations at the District Office. This affects processing and packaging Mesa student aid, however, it is a federally required calculation to remain in compliance and not programmed yet into the new system. Student files that had, at one time, been completed suddenly became â€œincompleteâ€□ as PS program adjustments added information requests for documents that had been previously turned in. There was no way for staff to track these affected students unless students kept close track of their own portal information and returned to the office for clarification.

A major challenge for both students and staff has been the delay in distribution of alternative loan checks by the District. Students are accruing interest on funds the District has received but has not disbursed. This is becoming increasingly difficult to explain to students when they have been notified by their private lender that the funds are currently at the District, yet they have not received anything.

The basic manner of check disbursement has undergone multiple modifications resulting in conflicting information sent to students. Originally they were advised by District email that direct deposit would not be available for Fall 2018. Having been told all checks would be mailed (a written request was required for pickup), it was then decided that all checks would be picked up instead (a written request required for mail). Students were warned by email and printed notification that there was a risk of overpayment which caused a ripple of panic as they were met with not a new distribution percentage calculation of 50/50% rather than 65/35%. Due to Californiaâ€™s renaming of the Board of Governorâ€™s Fee Waiver to the Community College Promise Grant, students frequently assumed that the fee waiver amount listed on their award letter was going to them as a check, instead of simply an indication of fees waived. Needless to say this was very distressing to students who incorrectly anticipated funds which were not coming. Finally it was indicated to staff that all disbursements created post 9/25/2018 would be mailed, but students had no direct District communication confirmation. After numerous student queries clearly presented a pattern that checks had not been received, staff reported a potential problem to District IT and were finally notified that checks were not mailed out when expected but rather would take at least 2 weeks past the awarding date. Communications of these kinds of details to front line staff are essential when dealing with inquiring studentsâ€™ funding needs and timelines.

Although in general the initial in-person check distribution went smoothly, although staff hours required to assist in the lobby usurped time which could have been spent processing aid. In some cases lack of acceptable ID was an issue in allowing students to pick up their disbursement. Students who were successful in picking up their checks frequently moved directly from the Accounting Office back to the Financial Aid Office disputing the amount as being too small, requiring lengthy explanation of the current policies. Although to be fair there has been conflicting information sent to students via email they continue to skim over communication imprecisely, sometimes ignoring it all together. This has resulted in students not completing their file requirements in a timely manner or in not picking up their checks until several weeks after they were available. While the Office welcomes student interaction, the goal of having them able to navigate their financial aid requirements online or by email communication may not be universally attainable. Check distribution has continued to be challenging throughout the Fall semester as a high number of checks for the second disbursement were returned in the mail to the District, and students were unsure if their checks were mailed or required picking up in Accounting.

Unfortunately due to the overwhelming workload and timing of check disbursal, the Financial Aid Information Fair was cancelled for Fall 2018. Ideas and strategies for an altered format are currently under consideration.

Students with multiple Admissions records (multiple IDâ€™s) are not able to have aid processed, and if there is a â€œholdâ€□ they are not able to register for classes. The occurrence of this problem has increased dramatically in PS. Multiple offices and a District team work daily on resolving these student record issues and numerous processes have to be completed in a time-sensitive manner or the work completed by the FA Administrator will be wiped out by the system the following week. This is causing a major processing delay for hundreds of students and an enormous increase in the workload of District and FA Office staff. Students are informed that the merging process can take up to two months.

Closing and reconciliation of 2017/18 programs has been challenging primarily because District IT is not maintaining the previous SIGMA system as all resources are geared toward the conversion to PS. There was difficulty getting the necessary reports for processing/reconciliation and tracking potential overpayments. The system has experienced reporting issues resulting in error codes from COD (Common Origination and Disbursement) which could affect time-sensitive mandatory Federal reporting, potential student overpayment, and causing multiple manual transactions to be performed both on campus and Department of Ed records (COD and NSLDS) for each student involved. Thanks to the diligence and overtime hours of a single SAT, this tedious process has been successfully completed.

Clearly the amount of work involved would indicate a need for more Financial Aid Office staff. Unfortunately the office, as it is currently situated, will not accommodate expansion of staff due to lack of space.

Through necessity, staff has adopted the strategy of dispensing information with the caveat that it is the best currently available and may be subject to change. This is difficult for all involved as students need specific information as to when and how their aid will be processed and disbursed. Issues with PS continue to evolve as problems and procedures are identified. Staff does not always have concrete answers to give students who contact the office for information, but every attempt is made to solve all student issues.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

Beyond policies and procedures directed by Mesa College and SDCCD, all aspects of Financial Aid are regulated by Federal and State external agencies that dictate the core mandate, leaving the office with implementation. Beyond the core mandate to accurately verify and process student financial aid, office practices are influenced by the nationâ€™s political climate and the resulting effect on various student populations. The need for sensitivity in dealing with students concerned with changing immigration policies as well as general student expectations regarding governmental assistance with education expenses influence office/student interaction. When appropriate, staff attends workshops and trainings that provide clarification and assistance in the implementation of regulations and the nuance of federal regulations such as immigration law. Workshops on student mental health issues have been helpful in dealing with students possibly suffering from PTSD or other challenges. Office safety issues have been raised due to world events and campus police have responded with recommendations for safety and survival strategies. Our office is influenced by the mandate of other campus offices and entities such as

the Student Success and Equity Office and Student Affairs. We are proactive in recommending The Stand and the monthly Farmerâ€™s Market to students in need. Awareness of the general plight of the national student loan crisis affects our interaction with students applying for loans. The FA Office exists in a global community and all of the information and influences that entails.

(REQUIRED) Areas of Focus

Describe one or more areas that your program/service area is focusing on. You will refer to this response in the Program Analysis Section.

Currently the Financial Aid Office is overwhelmingly focused on implementation of the conversion to People Soft (PS) while trying to ensure that students have the information they need for processing and receiving aid. The new system not only affects procedures within the office, but also affects student actions, flexibility, patience and their ability to accurately process detailed communication. Rules for applying for aid within the District while attending multiple campuses are often directly opposite from what students are used to. Deadlines are far less flexible as awards are now removed by the system beyond specific census dates. Additional properties of PS are still being discovered by staff and communicated appropriately to students seeking aid. Student Academic Progress (SAP) rules have altered within the new system parameters as has completion of the FAFSA as it relates to specific information on the Admissions application (The addition of so much as a hyphen or additional space in a name can cause a FAFSA to be rejected as not matching the admissions application). As of October 1, 2018 students can apply for the 2019/20 aid year.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Financial Aid

(REQUIRED) Program/ Service Area name

Financial Aid

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program/office on target to complete SSO/SSPO assessment by Spring 2022?

The Financial Aid Office has already completed multiple cycles of assessment. Statistics are kept and analyzed on a yearly basis for continual program improvement and modifications.

(REQUIRED) Please list your SSOs and/or SSPOs.

1. Students will learn to analyze, describe and explain issues related to their lack of academic progress.

2. Students will successfully complete their Financial Aid file.

(REQUIRED) Student Services Offices: Please attach your schedule for assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

1. Yearly statistics (entered into a log on a weekly basis) are kept on numbers of all Appeal approvals, denials and the reasons for the denial. Appeal workshop attendance and its affect on approval rates is also maintained by semester.

2. Yearly statistics on the number of students successfully completing aid applications are monitored

(REQUIRED) Student Services Programs: What progress have you made in your program outcomes assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

1. Appeal Workshops have been increased to twice a month with both evening and daytime hours available during each appeal submission period, they were previously offered once a month. Representation from the Equity office has been added to the weekly Appeal Committee meeting. Other offices representing specific student cohorts such as Veterans and DSPS have been invited, but so far unable to attend due to staffing issues. Literature on the appeal process is updated yearly for clarity and content.

2. Successful completion of aid application files will continue to be monitored closely as the Financial Aid Office has moved into a new IT system and several basic student procedures have altered. There may be a shift in numbers as the student aid campus is now based on the location of the student's Education Plan.

(REQUIRED) What have your completed assessments revealed about your courses or program?

1. The number of appeals submitted is gradually declining and has hit a low of 215 for Fall 2018, usually the highest volume semester. In the past 4 previous years, the total number of appeal submissions ranged from 712 to 616. While approval rates have remained relatively stable at 40 - 43%, Appeal Workshop attendee approval rates have fluctuated from 28 - 54%. Appeal Workshop attendance for the 3 years has remained relatively stable with a high of 126 students in the first year to 115 in 2017/18.

The fluctuating number of appeals submitted could represent various elements such as changes in District or Federal SAP policies and standards; tightening requirements regarding documentation; establishment of a finite submission period or student realization that they do not have documentable extenuating circumstances for poor progress which is a Federal requirement. Of the 65 Fall 2018 Appeal Workshop attendees, only 8 submitted appeals. This may support the finding that students who attend the workshop may decide not to submit due to their lack of documentable extenuating circumstances.

Appeal Workshop Pre and Post Surveys

Two major elements of submitting an effective appeal form include student understanding of what an 'extenuating circumstance' is and how to determine if they are enrolled in 'required units' as indicated on their education plan. In Fall 2018 survey questions answered both before and after the workshop, student understanding of 'extenuating circumstances' improved from 20% pre workshop to 69% post workshop survey. Deciding how to determine whether or not they were in 'required units' improved from 58% pre workshop to 81% in the post workshop survey.

Figures for the previous semester (Spring 2018) reflect similar outcomes. Pre to Post workshop surveys indicate that the understanding of what constituted an 'extenuating circumstance' rose from 20% to 63%. Determining 'required units' improved from 53% to 76%. Despite workshop attendee's increased understanding of 'extenuating circumstances,' however, this was still the overwhelming reason for appeal denials (90%) in 2017/18.

2. Pell Grant and fee waivers awarded have remained relatively stable over the past 4 years, with Pell Grants averaging 5400 students per year. Cal Grant B awarded is gradually increasing from 945 in 2014/15 to 1033 awarded in 2017/18. Non-Institutional scholarships have increased by 67 students from 140 in 2014/15 to a high of 207 in 2017/18. Clearly students are increasingly successful in taking extra steps to find additional education funding, and many of the scholarships require the completion of a FAFSA for awarding.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

As Student Academic Progress (SAP) perameters are altered by Federal regulations, District policies or new system capabilities, literature and web-site information is updated and staff relay changes to students verbally. The new IT system is still a work in progress and students are updated both in person and by District-generated emails with the most recent

information. As of late November 2018, the District Student Services Council approved revised SAP policies and updated printed/web information will soon be available to students.

The problem of insufficient staffing to process applications and troubleshoot in the new IT system is readily apparent as the 2018/19 aid year progresses.

(REQUIRED) Based on your assessments, have you identified resource needs?

- Classified Professionals

Please provide any other comments.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Program Analysis Section"

Created with : Taskstream
Participating Area: Financial Aid

(REQUIRED) Program/ Service Area name

Financial Aid

(REQUIRED) Using available data, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

Indicators of student success and retention may directly relate to their ability to successfully apply for financial aid. The following is a snapshot of selected student data from 4 consecutive aid years reflecting numbers of students awarded:

Fee Waivers awarded from the FAFSA application (BOGC)

2014/15	15,704
2015/16	18,497
2016/17	17,523
2017/18	17,423

Fee Waivers awarded from the need-based form (BOGB)

2014/15	5,055
2015/16	1,677
2016/17	2,232
2017/18	1,752

BOGB fee waivers awarded showed a dramatic decrease of 3303 students due to the requirement that students complete a FAFSA to obtain a fee waiver. However, fee waivers loaded from FAFSAâ€™s increased accordingly.

Pell Grant

Federal Pell Grants awarded remained stable at just under 5400 students per year with a slight dip to 5146 students in 2017/18.

CalGrant

CalGrant B demonstrated a gradual increase from 945 students awarded in 2014/15 to 1033 awarded in 2017/18. The 2016/17 aid year saw an increase to 1065 students.

CalGrant C, designed for vocational program students, decreased from a high of 35 in 2014/15 to 22 in 2017/18. A change in the Stateâ€™s CalGrant C scoring methodology for vocational programs may account for part of this reduction.

Workstudy

Students placed in work study jobs remain relatively stable at 79 to a high of 86 in 2015/16.

Loans

While the current default rate remains stable at 11.2%, down from a high of 15.7% in 2013, student subsidized loan requests have steadily declined from 476 in 2014/15 to 320 in 2017/18. This represents a reduction of 156 students.

The general decline in loan requests may be due to an improved economic climate or increased student awareness of the pitfalls of student debt.

Preliminary figures of aid awarded for 2018/2019

As of early October 2018, the number of Federal Pell Grants awarded increased to 5819 students; 619 students were awarded Federal SEOG; 768 were awarded Cal Grant B or C; 92 Direct Sub-Loans awarded; 4 Direct Unsub loans awarded; 18 Osher Scholarships awarded. At that point in time total aid awarded including all Grants, Direct Loans, Unsub loans, Alternative Private Education loans, Osher Scholarships, AmeriCorps and Parent Plus Loans was $7,950,609 and is expected to rise as the year progresses.

Financial Aid Appeals

Persistence and retention for financial aid students can be measured by following student academic progress (SAP) as it relates to financial aid eligibility. For students who have not met the SAP standards and lose aid eligibility there is an appeal process and workshops are offered to assist them in the process. The goal is to help students submit a more effective appeal form with higher approval potential. Some students, however, realize that they do not actually have an extenuating circumstance to explain their prior poor progress and choose not to submit. Appeal decisions are made by a committee of office professionals from Counseling, EOPS, Equity, DSPS and Financial Aid.

Appeal workshop presentations seek to provide clarity regarding the initial loss of aid based on financial aid SAP policy; the need for student planning and importance of Education plans; the need to remain in required units; and the basic concept of extenuating circumstances as they apply to the lack of student progress. For student convenience and accessibility appeal workshops for the 2018/19 aid year have been increased from once a month to twice a month. Workshop dates with links for registration are prominently posted on the Financial Aid Website. Appeal workshop attendance numbers range from a high of 126 students in 15/16 to 115 in 17/18.

Total appeal submissions per year range from a high of 1179 in 2012/13, 712 in 16/17 to 616 in 2017/18. The average approval rate for the past 3 aid years is approximately 40 - 43%. Appeal workshop attendee approval rate fluctuates more widely: 15/16 â€“ 39%, 16/17- 54%, 17/18 -28%

The fluctuating numbers of appeals submitted per aid year could represent various elements such as changes in District or Federal SAP policies and standards; tightening requirements regarding documentation; enrollment levels; establishment of a finite submission period or student realization that they do not have documentable extenuating circumstances for poor progress.

Statistics for Fall 2018 indicate that 215 appeals were submitted with an overall 39% approval rate. Of the 65 Appeal Workshop attendees only 8 students submitted appeals with 50% of those receiving approvals.

(REQUIRED) How does your program help to prepare students for success beyond your classroom/office?

How does your program help to prepare students for success beyond your classroom/office?

Applying for financial aid can be a complex process often relying on many skills to successfully complete: gathering and reporting accurate financial information; honest communication among parents and children; revealing unpleasant family situations for special consideration; awareness of government and District rules and deadlines; accurate, detailed reading and verbal communication skills; persistence in following through with a process that may require multiple corrections and clarifications before successful resolution; dealing appropriately with frustration; challenging institutional decisions in a logical, documentable manner; financial awareness and planning; academic planning; learning when and how to ask for help. These are all life skills that students need to be successful beyond the financial aid office or college environment. The numerous skills needed to apply for and successfully receive financial aid, or to deal with delayed or no aid eligibility will serve students well as they go out into the greater world.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

Processes required for successful completion of an aid application in People Soft are different from all previous years. Students have become familiar with specific policies and now policies regarding campus of record, attendance, campus location of education plan, listing multiple schools on their FAFSA have deviated from what they are used to. Students must navigate a new portal for financial aid information and many have expressed difficulty with access. Email communication with conflicting information and new terminology has added to the confusion felt by many students in completing files and receiving payment. Check disbursement methods have fluctuated between on-campus pickup and mail. Appeal forms may no longer be submitted without supporting documentation which may have affected the number of appeal forms submitted.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

Due to the nature of financial aid philosophy and federal regulations, the broader issue of Equity â€“ the quality of being fair and impartial - is a given. Students are processed on the statistics of income and house size only and gender or ethnicities are never a consideration. In the area of aid disqualification as it relates to academic progress, equity is demonstrated by the weekly meeting of an appeal committee comprised of professionals from multiple Student Service Offices that analyze and vote on student progress utilizing specific rules and guidelines.

More specific Issues of equity are a daily occurrence in the Financial Aid Office as students who are unable to pay for their education present themselves needing assistance. Due to the recent changes in procedures and length of time needed to successfully download a FAFSA, process a fee waiver or process nonâ€“resident Pell for tuition payment, there has been a significant increase in the number of students referred to the Student Equity office for assistance. Parents and students who find themselves unable to pay class fees, even though they completed their aid application in a timely manner, are referred to the Equity office and ultimately to the Dean of Student Affairs for emergency deferments and any other kind of assistance available.

(REQUIRED) Do you see trends in access to your programs or services? What changes might you foresee in the next 2-3 years?

The next 2 â€“ 3 years will exhibit major changes as the rest of the college goes live in PS, and students have access to their information in a stable system used by all offices. Access to services should improve and student understanding of processes should be streamlined as they become accustomed to using the student portal. Financial aid staff will demonstrate more proficiency navigating PS as the program becomes more capable of accurately performing the jobs as initially promised. Each year will see a change in Federal and State regulations which will need to be incorporated into programming PS, and communicated to staff, other departments and students.

A major problem, however, will remain the inability of the office to add staff due to space considerations. Unless space is found the office will be unable to adequately service an increase in student population seeking financial aid.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

CA.GOV California Community Colleges Chancellor's Office Management Information Systems Data Mart

https://datamart.cccco.edu/Services/FinAid_Summary.aspx

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a studentâ€™s college experience?

The philosophy of a studentâ€™s exploration of college majors and life path is at odds with the governmentâ€™s attitude toward financial aid. A student is only given a 150% (90 units for most majors) time frame to complete classes toward a degree or transfer before financial aid disqualification at a community college. If the college developed no-credit classes, auditing programs or workshops exploring various majors from both intellectual and potential employment perspectives, students could be exposed to numerous career avenues without risking future financial aid. Students newly embarking on college careers should be made aware on a college-wide basis that there is a limit to the experimentation they are allowed to pursue while receiving financial aid. As another option students may want to delay receiving aid until they are secure in their choice of career path, or conduct rigorous investigation while completing general education courses required for most basic majors.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) For CTE support services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Strong Workforce Program Metrics:
a. Number of Enrollments
b. Number of students Who Got a Degree or Certificate
c. Number of Students Who Transferred
d. Percentage of Students Employed in Two Quarters After Exit
e. Percentage of Students Employed in Four Quarters After Exit
f. Median Earnings in Dollars Two Quarters After Exit
g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
h. Percentage Change in Earrings
i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) For CTE support services ONLY: Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Closing the Loop"

Created with : Taskstream
Participating Area: Financial Aid

(REQUIRED) Program/ Service Area name

Financial Aid

(REQUIRED) Which one(s) of the following were received in past year?

- None

(REQUIRED) How have these resources benefited your program/service area and your students?

No answer specified